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ABSTRACT

A report concerned with one aspect of evaluation carried out at 1968 Early Training School for New Agricultural Agents is given. The emphasis of the evaluation is on the relation of training offered to jobs which agents had been or were currently performing. Subject headings include: Relevance of Topics Taught to Their Jobs as Seen by Trainees; Jobs on Which Received Help as Seen by Trainees; Appendix: Tabulation of Data for Relation of Training to Jobs. Forty jobs were classified under six major categories, and the number of times a topic had the highest frequency of listing for jobs under each of six major categories was indicated. Results show basic communication stands out as topic offered in training school which agents considered significantly helpful to them for performing jobs which they had done in the past two years. (NF)

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RELEVANCE TO THEIR JOBS OF TOPICS TAUGHT IN EARLY TRAINING SCHOOL FOR NEW AGRICULTURAL AGENTS

AN EVALUATION

Special Report No. 20

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PREFACE

This very brief report is concerned with only one aspect of the evaluation which was carried out at the 1968 Early Training School for New Agricultural Agents. The emphasis in this phase of evaluation was on the relation of the training offered to the jobs which the agents had been or were currently performing. While the specific data provided by the evaluation are important in themselves, the more important result of the evaluation should be to emphasize for those who plan and conduct the school the principle of relating the learning experiences of the trainees to their daily job.

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RELEVANCE TO THEIR JOBS OF TOPICS TAUGHT
IN EARLY TRAINING SCHOOL FOR NEW AGRICULTURAL AGENTS

AN EVALUATION

Summary

1. Basic communication stands out as the topic offered in the training school which agents considered significantly helpful to them for performing jobs which they had done in the past two years.

2. The four jobs done in the past two years and having the highest percentages of agents claiming help from the training school for their performance were: 1) addresses groups as requested concerning extension work generally, 2) assists in the preparation of written program statements, 3) assists in developing a plan of educational activities and projects, and 4) plans, schedules, and conducts educational activities and projects, including meetings, schools, and demonstrations, etc.

3. The two jobs done in the past two years and having the lowest percentage claiming help from the training school for their performance were: 1) acts as a resource person to the staff in one or more subject-matter fields and 2) assists with the preparation of monthly statistical reports.

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Relevance of Topics Taught to Their Jobs As Seen by Trainees

Attached is a table which provides an indication of the relevance to their jobs of the 17 major topics taught (one was an activity) in the 1968 Early Training School for New Agricultural Agents. The data in this table represent a summary of an evaluation form which was filled out by 16 agents. The form asked the agents to indicate whether or not they had performed

40 jobs as indicated in their job descriptions.[1] Those who indicated they had performed a job were then instructed to indicate whether or not they had received help for performing the job in the training school. In a final column of the form, for each job for which there was a yes on having performed in the past two years and a yes on having received help from the training school, the agents were instructed to indicate the training school topics which had significantly contributed to helping. The 17 topics were numbered so that the agents, each of whom was provided with a list of the numbered topics, could enter numbers in the final column.

The 40 jobs were classified under six major categories, and the number of times a topic had the highest frequency of listing for the jobs under each of the six major categories was indicated. Thus, referring to Table 1, under program execution, basic communication was found to occur with the highest frequency, eight times. Effective listening had the next highest frequency of occurrence, three times, etc.[2]

This approach to analyzing the data of the evaluation form provides a procedure for highlighting the helpful relevance to the agents' immediate jobs of the major topics taught in the training school. With this procedure, it is quite clear that basic communication was by far the topic which was most helpfully relevant to the agents' jobs. It occurred 19 times as the topic with the highest frequency for the 40 jobs. The topic closest to this one was program planning which only had a total of six highest frequencies.

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[1] The list of jobs was reviewed for currency by the agricultural extension leaders.

[2] If two or more topics tied for highest number of frequencies for a job, each of these tying topics was considered to have highest frequency. See Appendix for tabulation on which Table 1 is based.

Table 1

Number of Times Each Major Topic of the Training School for New Agricultural Agents Had the Highest Frequency for Significant Contribution in Helping on Classes of Jobs for Those Trainees Performing These Jobs in Past Two Years

Major topics	Classes of jobs						Total
	A Program Development	B Program Execution	C Relation. with County Assn.	D Relation. with University	E Relation. with other staff & sec. staff	F Miscel-laneous	
1. Basic Communication		8[a]	1	2[c]	3	5[d]	19
2. Community Functions							
3. Community Structure							
4. Community Tour							
5. Direct Mail							
6. Educational Objectives		2[a]	1				3
7. Effective Listening		3		1[c]			4
8. Evaluation of Teaching		1	1		1		3
9. Exhibits		1		1			2
10. Group Dynamics			1[b]				1
11. Major Community Changes	1		1				2
12. News Writing		1				2[d]	3
13. News Writing Evaluation							
14. Principles of Teaching		1[a]					1
15. Program Planning	3	2				1[d]	6
16. Role of Extension			2[b]	1[c]			3
17. Speech of Introduction							

[a]Topics tied for highest frequency for one job.

[b]Topics tied for highest frequency for one job.

[c]Topics tied for highest frequency for one job.

[d]Topics tied for highest frequency for one job.

Jobs on Which Received Help as Seen by Trainees

The following tabulation arrays from highest to lowest the 40 jobs according to percent of agents performing each job in the past two years who received help in training school:

Jobs	Percent receiving help on
Addresses groups as requested concerning extension work generally. (N=7)	100
Assists in the preparation of written program statements. (N=12)	92
Assists in developing a plan of educational activities and projects. (N=12)	92
Plans, schedules, and conducts educational activities and projects, including meetings, schools, demonstrations, etc. (N=12)	92
Assists in the determination of major long-range program objectives. (N=8)	88
Assists in maintaining good communication among staff members. (N=14)	86
Assists in the determination of major short-range program objectives. (N=12)	83
Makes farm visits. (N=12)	83
Prepares and presents reports of evaluation of results to the executive committee. (N=6)	83
Analyzes and evaluates the program effort with his assigned area of responsibility and recommends improvements. (N=11)	82
Assists in developing a plan of service-type activities and projects. (N=10)	80
Prepares exhibits and other teaching aids. (N=15)	73
Addresses groups as requested on specific and timely special subjects. (N=11)	73
Talks with office callers seeking information. (N=14)	71
Talks with telephone callers seeking information. (N=13)	69
Participates in activities and programs of farm organizations, civic clubs, business organizations and other groups to foster good will and aid in carrying out the extension program. (N=13)	69

Jobs	Percent receiving help on
Provides direct counseling services on agriculture, farm management and farm-related activities and enterprises. (N=12)	67
Assists with the administration of the business affairs of the department at the direction of the county agricultural agent. (N=3)	67
Prepares articles for the Farm News. (N=15)	67
Edits the Farm News. (N=3)	67
Prepares news articles for papers, magazines, etc. (N=14)	64
Prepares and presents reports of his activities to the executive committee. (N=11)	64
Prepares and presents reports of his progress on his plan of work to the executive committee. (N=11)	64
Studies and analyzes economic and social characteristics of the county and other situational information. (N=8)	62
Prepares timely service letters. (N=13)	62
Participates in training, counseling and discussion sessions sponsored by state leaders and specialists. (N=13)	62
Answers correspondence seeking information. (N=14)	57
Conducts or participates on television programs. (N=7)	57
Draws on university resources and recommended program material where suitable. (N=14)	57
Assists in coordinating department plans with those of other extension departments to insure consistency and the best possible use of available resources and personnel. (N=9)	56
Communicates to specialists and others in the university the economic changes in the county, condition of the agricultural economy, special problems in the areas of disease, production and marketing, and other information which can be studied and acted upon by university specialists. (N=15)	53
Assists with membership campaigns under direction of county agricultural agent. (N=8)	50
Assists with preparation of quarterly narrative reports. (N=11)	45

Jobs	Percent receiving help on
Assists in preparation of radio programs. (N=9)	44
Assists in preparation of television programs. (N=7)	43
Assists with organizational activities of the county association under direction of county agricultural agent. (N=7)	43
Makes visits to farm marketing and processing companies and similar enterprises. (N=7)	42
Conducts or participates in radio programs. (N=10)	40
Acts as a resource person to the staff in one or more subject-matter fields. (N=12)	33
Assists with the preparation of monthly statistical reports. (N=12)	25

Eleven of the 40 jobs had from 80 to 100 percent of the agents who had done the jobs in the past two years indicating they had received help for doing these jobs from the training school. The numbers doing these eleven jobs ranged from six to 14. The four jobs having the highest percentages of agents claiming help for performing them were: addresses groups as requested concerning extension work generally (100%), assists in the preparation of written program statements (92%), assists in developing a plan of educational activities and projects (92%), and plans, schedules, and conducts educational activities and projects, including meetings, schools, demonstrations, etc. (92%).

Eight of the 40 jobs had from 25 to 45 percent of the agents who had done them in the past two years indicating they had received help for doing them from the training school. The numbers doing these eight jobs ranged from seven to 12. The two jobs having the lowest percentages of agents claiming help for performing them were: acts as a resource person to the staff in one or more subject-matter fields (33%), and assists with the preparation of

monthly statistical reports (25%).

An examination of the foregoing list of 40 jobs and the percentages receiving help in their performance should provide those concerned with planning the course of the early training school with guidance on the selection of major subject-matter topics as well as emphasis in the presentation of topics selected for the school.

APPENDIX

Tabulation of Data for Relation of Training to Jobs

Jobs	No. of agents having done job in past two years	No. of agents receiving help from training	Identification number of major topics[a] which agents checked yes to help received with frequency of listing in parentheses
A. Program development			
1. Studies and analyzes economic and social characteristics of the county and other situational information.	8	5	11(3), 2(2), 4(2), 8(2), 14(2), 15(2), 3(1), 6(1), 10(1), 16(1)
2. Assists in the determination of major long-range program objectives.	8	7	15(5), 6(2), 11(1), 14(1)
3. Assists in the determination of major short-range program objectives.	12	10	15(4), 6(3), 2(2), 3(2), 8(2), 11(2), 14(2), 4(1), 5(1), 10(1), 16(1)
4. Assists in the preparation of written program statements.	12	11	15(5), 6(3), 8(2), 14(2), 11(2), 1(1), 2(1), 4(1), 5(1), 10(1), 12(1), 14(1), 15(1), 16(1)
B. Program execution			
1. Assists in developing a plan of educational activities and projects.	12	11	15(8), 6(4), 14(3), 1(2), 4(2), 10(2), 8(1), 13(1), 16(1), 17(1)
2. Assists in developing a plan of service-type activities and projects.	10	8	15(5), 10(4), 1(3), 6(3), 14(3), 12(2), 9(2), 13(1), 17(1)
3. Plans, schedules, & conducts educational activities & projects, including meetings, schools, demonstrations, etc.	12	11	1(6), 6(6), 14(6), 15(5), 8(5), 9(5), 10(4), 5(3), 17(2), 12(1), 13(1)
4. Talks with office callers seeking information.	14	10	1(8), 7(7), 3(2), 10(2), 14(2), 16(2), 5(1), 12(1), 13(1)
5. Talks with telephone callers seeking information.	13	9	1(6), 7(4), 14(2)
6. Answers correspondence seeking information.	14	8	1(5), 5(2), 12(2), 14(2)

[a]See Table 1, page 3 for reference numbers identifying major topics taught.

Jobs	No. of agents having done job in past two years	No. of agents receiving help from training	Identification number of major topics which agents checked yes to help received with frequency of listing in parentheses
B. 7. Prepares news articles for papers, magazines, etc.	14	9	12(6), 1(3), 5(3), 13(2), 6(1), 14(1)
8. Assists in preparation of radio programs.	9	4	1(4), 14(1)
9. Assists in preparation of television programs.	7	3	1(3), 14(2), 9(1), 16(1)
10. Conducts or participates in radio programs.	10	4	1(3), 14(2), 6(1), 16(1)
11. Conducts or participates on television programs.	7	4	1(4), 14(2), 6(1), 9(1), 16(1)
12. Provides direct counseling services on agriculture, farm management and farm-related activities and enterprises.	12	8	7(6), 1(5), 14(3), 8(2), 16(2), 2(1), 3(1), 4(1), 6(1), 10(1), 11(1), 15(1)
13. Makes farm visits.	12	10	7(7), 1(6), 2(1), 3(1), 4(1), 6(1), 8(1), 10(1), 11(1), 14(1), 15(1), 16(1)
14. Makes visits to farm marketing and processing companies and similar enterprises.	7	3	7(3), 14(1), 16(1)
15. Prepares timely service letters.	13	8	6(5), 5(3), 1(2), 14(2), 12(1), 15(1)
16. Prepares exhibits and other teaching aids.	15	11	9(11), 1(1), 14(1)
17. Analyzes and evaluates the program effort with his assigned area of responsibility and recommends improvements.	11	9	8(6), 6(5), 15(3), 14(2)
C. Relationship with the County Association			
1. Assists with the administration of the business affairs of the department at the direction of the county agricultural agent.	3	2	16(2), 1(1), 2(1), 3(1), 4(1), 10(1), 11(1)

2. Assists with membership campaigns under direction of county agricultural agent.	8	4	11(4), 10(3), 1(2), 8(2), 3(2), 2(2), 6(1), 15(1), 16(1)
3. Assists with organizational activities of the county association under direction of county agricultural agent.	7	3	10(3), 16(3), 1(2), 2(1), 3(1), 4(1), 6(1), 8(1), 11(1), 15(1)
4. Prepares and presents reports of his activities to the executive committee.	11	7	1(5), 6(3), 8(2), 16(2), 7(1), 15(1)
5. Prepares and presents reports of his progress on his plan of work to the executive committee.	11	7	6(4), 1(3), 8(2), 16(2), 15(2), 12(1)
6. Prepares and presents reports of evaluation of results to the executive committee.	6	5	8(3), 6(2), 16(2), 7(2), 1(1), 2(1), 15(1)
D. Relationship with the University			
1. Draws on University resources and recommended program material where suitable.	14	8	9(5), 15(3), 5(2), 17(2), 1(2), 1(1), 2(1), 10(1), 12(1), 14(1), 16(1)
2. Participates in training, counseling and discussion sessions sponsored by state leaders and specialists.	13	8	1(3), 7(3), 16(3), 8(2), 15(2), 6(1), 17(1)
3. Communicates to specialists and others in the University the economic changes in the county, condition of the agricultural economy, special problems in the areas of disease, production and marketing and other information which can be studied and acted upon by University specialists.	15	8	1(6), 4(3), 6(3), 5(2), 10(2), 15(2), 16(2), 2(1), 3(1), 9(1), 14(1)
E. Relationship with other agents and secretarial staff			
1. Assists with the preparation of monthly statistical reports.	12	3	1(3), 7(1), 8(1), 14(1), 15(1)
2. Assists with preparation of quarterly narrative reports.	11	5	8(3), 1(2), 12(1), 15(1)

Jobs	No. of agents having done job in past two years	No. of agents receiving help from training	Identification number of major topics which agents checked yes to help received with frequency of listing in parentheses
E. 3. Acts as a resource person to the staff in one or more subject-matter fields.	12	4	1(3), 6(1), 10(1), 15(1)
4. Assists in maintaining good communication among staff members.	14	12	1(10), 7(4), 5(3), 10(2), 16(2), 15(1)
F. Miscellaneous			
1. Prepares articles for the Farm News.	15	10	12(5), 1(3), 5(2), 13(2), 4(1), 7(1), 10(1), 15(1), 16(1)
2. Edits the Farm News.	3	2	1(1), 12(1), 15(1)
3. Participates in activities and programs of farm organizations, civic clubs, business organizations and other groups to foster good will and aid in carrying out the extension program.	13	9	1(6), 10(3), 16(2), 17(2), 4(2), 2(1), 3(1), 6(1), 7(1), 14(1), 17(1)
4. Addresses groups as requested concerning extension work generally.	7	7	1(6), 16(3), 10(2), 14(2), 2(1), 9(1), 17(1)
5. Addresses groups as requested on specific and timely special subjects.	11	8	1(8), 10(3), 14(3), 16(3), 2(2), 17(2), 3(1), 4(1), 7(1), 9(1)
6. Assists in coordinating department plans with those of other extension departments to insure consistency and the best possible use of available resources and personnel.	9	5	1(4), 15(2), 16(2), 6(1), 7(1), 9(1), 10(1), 17(1)

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